**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade:** | | | **Date(s)**: |
| **Unit Title: Count numbers 0 to 30** | | | | **Corresponding Unit Task: Task 1 – Count On (Day 4)** | | |
| **Essential Question(s): What does a number represent? How do we use numbers? How are numbers arranged?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher: Song: Greg and Steve Number Rock**  **Owls throughout school** | | **Student:** | | | **Count**  **Count On** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).** | | | | | |
| **I Can Statement(s): I can count to at least 30 and begin counting at a given number to 30.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Teacher introduces Greg and Steve song The Number Rock and teacher points to numbers during the song while everyone sings. | | | | | |
| **Teacher Directed: Teacher introduces numerals 21-30 and counts 1-30 while pointing to the number chart. She then counts 30 chairs, 30 steps etc. She claps a certain number of times and then counts on to 30 doing a different movement.** | | | | | |
| **Guided Practice: The teacher and children count as they line up to go for an “owl hunt” around the school. (Owls are our school mascot.) They count on to 30 after the last child has lined up. Class walks through school counting owls up to 30. They stop along the way and count on to 30 from whatever number they stopped at.** | | | | | |
| **Independent Practice: Students will come back to classroom and pick a partner. One partner will begin jumping and stop at a certain number. The other partner will continue jumping and count on to 30. They can do this with various movements.** | | | | | |
| **Closing/Summarizing Strategy: Teacher will march and count to a certain number. Students will continue marching and count on to 30.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * Use numbers higher than 30. * Write the numbers. | | | * Use smaller number than 30. | | | * Model the task with anchor chart. |
| **Assessment(s): Teacher observation** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |